DOCUMENT RESUME

ED 117 907 88 EC 081 330

AUTHOR La Brie, Vicki
TITLE Learning Disabilities Activity Guide for the Elementary Classroom.
INSTITUTION Maine State Dept. of Educational and Cultural Services, Augusta.
SPONS AGENCY Bureau of School Systems (DHEW/OE), Washington, D.C.
NOTE 55p.
AVAILABLE FROM Mercer House Press, Box 681, Kennebunkport, Maine ($3.50, $2.00 per copy when 25 or more are ordered)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS *Auditory Perception; Class Activities; Elementary Education; Exceptional Child Education; Individual Activities; *Language Development; *Learning Disabilities; *Motor Development; Perceptual Motor Coordination; Regular Class Placement; Teaching Guides; *Visual Perception
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

Intended for the regular elementary classroom teacher serving learning disabled children, the activity guide provides suggestions in the areas of motor development, visual perception, auditory perception, and language development. Motor activities are grouped into the following categories: body image, balance, fine motor coordination, directionality, gross motor coordination, and activities of the Purdue Perceptual Motor Survey. Visual perception is considered in terms of visual reception, visual sequencing and directionality, visual memory, position in space, constancy of shape, figure-ground discrimination, and visual association. Aspects of auditory perception for which activities are provided include auditory awareness, figure ground perception, auditory reception, auditory discrimination, and auditory sequential memory. The final section, on language development, includes suggestions for improving verbal expression, the normal development of speech, written expression, and manual expression. A short selected bibliography follows each chapter. (DB)

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Learning Disabilities Activity Guide For The Elementary Classroom

by Vicki La Brie

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P.O. BOX 661
KENNEBUNKPORT, ME
04046

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$3.50

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FOR THE ELEMENTARY CLASSROOM
by Vicki La Brie

Sponsored by:

State of Maine
Department of Educational and Cultural Services
Title III ESEA Mini-Grant Program
1973-1974

For information on obtaining a copy
of this Guide, please contact:

Vicki La Brie
c/o The Park Street School
Park Street
Kennebunk, Maine 04043

ACKNOWLEDGEMENTS

It is impossible to appropriately acknowledge all of those who have contributed to the development of the ideas embodied in this manual. Clearly, many of the basic concepts of the guide draw upon such well known principals in the area of learning disabilities as Newell Kephart, Robert Valett and Marianne Frostig.

I would like to note that the research and testing of many of the ideas in this Guide were done by participants in a learning disabilities course for volunteer tutors offered in the spring of 1973. Special recognition must be given to Barbara Pillsbury who co-taught the course with me and Leo Martin, author and administrator of the state-approved course.

I extend my appreciation to Carroll R. McGary, Commissioner of Education and the Maine State Department of Education, for providing the grant which made the production of this guide possible.

INTRODUCTION

This activity guide was written primarily for the classroom teacher. Most of the responsibility for carrying out the learning program for each student is held by the teacher. Whether the teacher sees the student for four or six hours a day, she tries to maximize that learning time to its best advantage. Once the teacher is aware of learning disabled students in the room, practical guidelines and activities are needed to build an individualized program for these students. These ideas are suggestions to build on. Once the teacher has an idea of the kinds of activities a child will benefit from, it will be easier to think of a program which will compliment the interests and curriculum needs of that particular child.

These activities can be incorporated into a math lesson, an interest center, a unit or a project of the child's choosing. Some ideas can be enjoyed by the entire class as a large group activity.

Should the teacher be fortunate enough to receive volunteer or paid tutorial help, this guide can be a handbook of suggested activities for the tutor to use with a child.

Since this guide is a compilation of selected activities from many sources, in addition to those ideas created by the Kennebunk-Kennebunkport Learning Disabilities Team, the bibliography in each section may be useful for additional ideas and more explanatory information.

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Chapter 1
Motor Development

BODY IMAGE.....the child's concept of himself and his awareness of his own body and its possibilities of movement and performance.

According to Newell Kephart (The Slow Learner in the Classroom, Columbus, Ohio: Charles Merrill, 1971.) body image is a learned concept resulting from the observation of movements of parts of the body and the relationship of the different parts of the body to each other and to external objects.

Since the body is the point of reference for all movements and for all interpretations of outside relationships, these movements and relationships will be disturbed if the body image is disturbed.

SOME SUGGESTED ACTIVITIES TO IMPROVE BODY IMAGE:

1. Bouncing on the trampoline contributes to body image and spatial relationships within the body.

2. Encourage exercises involving the body in relationship to objects. Construct mazes with tables, chairs, boxes so that the child must go over, around, under, etc. these objects.

3. Play "Angels in the Snow" and do other exercises involving the entire body.

4. Allow each child to look in a mirror and describe, then draw himself.

5. Put together human figure puzzles. (I cut pictures of people out of magazines, mount them on construction paper and cut them up to use as puzzles.)

6. Put a potato head together.

7. Provide clay and allow each child to create his own likeness.

8. Help the child identify body parts on himself and others, or identify body parts in pictures.

9. Have the child lie on a large piece of paper or washable tile floor and have another child trace around his body as they both name the body parts.

10. Have the child touch parts of his body to match what you are doing, as you name them.

11. Instruct the child to touch different parts of his body with his eyes closed. Then with his eyes open, touch parts of the body to parts of the room, i.e. "hands to wall," "head to floor."

12. The child should become able to complete sentences describing functions of his body parts, i.e. "I see with my _____," "I hear with my _____."

13. Give the child pictures of people with body parts missing. Have the child identify and draw in the missing parts.

14. Teach action songs like "Hokey Pokey" and "Looby Lou."

15. Have the child imitate your movements, as you call out the part you are moving or touching.

16. Identify parts on puppets, dolls, etc.

17. Make puppets with all parts of the body, out of styrofoam, cardboard, material, paper maché, etc.

18. Children can take photographs of themselves and discuss them.

19. Use a magnifying glass to study details of the body i.e. hair, fingerprints, skin, nails, etc.

20. Talk about the internal organs and their functions.

21. Have different children draw separate parts of the body (one child draw an arm, another draw an eye). Later assemble all the parts into a composite picture.

22. Tape a child's description of himself and discuss his interests, feelings, etc. too.

23. Construct individual books entitled "All About Me."

These are just a few suggestions, but one may want to go on to discuss the child's feelings, interests and hopes for the future in greater depth.

BALANCE.....the ability to maintain a position of minimal contact with a surface.

The maintenance of body balance and the perception and expression of rhythmic patterns are fundamental to readiness for more advanced perceptual-motor experiences. An integrated balance and rhythm program should be an essential part of physical education and formal readiness training. (Robert Valett, The Remediation of Learning Disabilities. Belmont, Calif.: Fearon Publishers, 1967.)

SOME SUGGESTED ACTIVITIES TO IMPROVE BALANCE:

1. Use of the trampoline, balance beam (walking board) and balance board all contribute to improving balance.

> The walking board or balance beam is a section of two-by-four measuring eight to twelve feet in length. Each end of the board is fitted into a bracket which serves as a brace and prevents the board from tipping over. When fitted into place, the board is raised approximately two inches off the floor. Each bracket has a combination fitting so that the board can either be set in flat with the wide surface up or be set on its edge with the narrow surface up. (Kephart, p. 209)

> The balance board is a square platform sixteen by sixteen inches. Underneath and in the middle of the board is a balance post three inches in height. Three sizes of balance posts are provided: three by three inches, four by four inches, and five by five inches. These posts can be interchanged by means of a simple wing nut so that the task can be made easier for the child who is having greater difficulty. (Kephart, p. 214)

2. Following are some suggested balance beam exercises:

-Walk forward on beam, arms held sideward.

-Walk backward on beam, arms held sideward.

-With arms held sideward, walk to the middle, turn around and walk backward.

-Walk forward with left foot always in front of right.

-Walk forward with right foot always in front of left.

-Walk backward with left foot always in front of right.

-Walk backward with right foot always in front of left.

-Walk forward and pick up a chalk eraser from the middle of the beam.

-Walk forward to center, kneel on one knee, rise and continue to end of beam.

-Walk forward with eraser balanced on top of the head.

-Walk backward with eraser balanced on top of the head.

-Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.

-Hold wand at height of 3 feet. Walk forward and pass under the bar.

-Walk forward to middle of beam, kneel on one knee, straighten the left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.

-Walk to middle of beam, balance on one foot, turn around on this foot and walk backwards to end of beam.

-Fold a piece of paper at the right angle so it will stand on the beam at the middle. Walk to paper, kneel, pick it up with teeth, rise and walk to end of beam.

-Walk beam forward, eyes closed.

-Walk beam sideward, eyes closed.

-Stand on beam, one foot in advance of the other, eyes closed and record number of seconds balance is maintained.

3. On the balance board, start the child balancing with the largest post and when he can balance without difficulty, change to the middle, then the smallest. Have him rock both right to left, and then fore and aft. Have him try throwing a ball towards a target, while balancing, or bouncing a ball, or touching something as it swings past.

4. Have the children roller skate.

5. Play balance relay races, balancing books on the head or moving to the beat of music.

6. Have the child maintain balance on a variety of stationary objects in a number of body positions.

7. Instruct the child to walk with a beanbag or book balanced on his head, possibly to a target across the room and back.

8. Have each child walk to a goal, holding a marble or small bead in a spoon. Later, do it blindfolded.

9. Construct "stepping stones" out of paper or tile and arrange them on the floor for the children to walk on. Gradually increase the distance between them.

FINE-MOTOR COORDINATION.....the child's ability to perform using his small muscles.

The following activities require the child to combine fine muscle skills with eye-hand coordination. Therefore, the activities for fine-motor and eye-hand coordination will be listed together.

SUGGESTED ACTIVITIES TO IMPROVE FINE-MOTOR COORDINATION AND EYE-HAND COORDINATION:

1. Place small objects on a table (pennies, beans, beads, etc.) which are to be placed into a container.

2. Prepare a gadget board with snaps, buttons, zippers, laces, plugs, locks, etc. to be manipulated by the child.

3. Lacing cards can be prepared with the use of a hole punch on oaktag. The child can do the hole-punching himself. Shoe strings or heavy yarn can be used for the lacing.

4. Bead stringing is popular and many types of "beads" can be used i.e. macaroni products, cereal, rings, washers, buttons.

5. Old magazines and catalogs can be provided for cutting and tearing of pictures. The child can make a notebook, collage or picture by pasting these pictures.

6. Have the child trace, enlarge, color over, cut out, paste or paint his name.

7. Clay can be used in many ways.

8. Using a large needle and yarn, the child can sew a picture onto burlap.

9. Have the child make a mosaic on cardboard, using small objects such as rice, macaroni, string, etc.

10. Prepare peg board designs in the shape of letters, numerals, or familiar objects.

11. Have the child hang flash cards (matching) or pieces of material on a clothes line with clothespins.

12. Give the child a flashlight to follow the pattern of your flashlight as it goes along the wall or ceiling.

13. Print with clay, potatoes, blocks or other objects with stamp pad and paper.

14. Wrap and unwrap packages.

15. Sew pieces of material together.

16. Provide hammer, wood and nails for spontaneous building projects.

17. Have the child imitate patterns of building blocks.

18. Make puzzles by cutting out large pictures from magazines, pasting them onto cardboard or construction paper and then cutting into puzzles.

19. Older children enjoy building models of cars, planes, etc.

20. Paint-by-number pictures can be purchased or teacher-made.

21. In writing, allow the child to write in sand, on clay or trace with magic markers.

22. In or out-of-door hockey games are excellent for eye-hand coordination.

23. Have the child follow a maze drawn on the chalkboard or shown on the overhead projector.

24. Make dot-to-dot worksheets, using the pattern of stars in popular constellations (Big Dipper, Great Bear). Have the student join the dots.

25. Play marbles games like some of the following:

A. "Target"
Ages: 6 and older
Number of players: Any number
Equipment: An equal number of marbles, all of the same size, for each player; Chalk or stick for marking line
Place: Indoors or outdoors.

A shooting line is marked on the floor or the ground with chalk or a stick. Each player contributes a given number (3 to 6) of his own marbles, which he sets up, along with an equal no. for ea. other player, in a circle or row, at a distance from the shooting line. Each player in turn shoots one marble into this target. A player takes as many marbles as he hits at his turn, and recovers his own shooter. If he fails to hit any, he leaves his shooter where it falls. That player wins who captures the largest no. of marbles in the no. of turns agreed to before the start of the game.

B. "Marble Shoot"
Ages: 5 and older
Number of players: Any number
Equipment: An equal number of marbles, all of the same size, for each player, chalk or stick for marking line
Place: Indoors or outdoors.

A starting line is marked on the floor or the ground with chalk or a stick. The first shooter, chosen by lot, shoots out his marble from behind the starting line. The 2nd player shoots his marbles in the same manner, attempting to hit the first player's marble.

If he succeeds, he pockets both the opponent's marble and his own. If he fails, the third player (or the first, in a game of only 2 players) aims for either marble, and, if he strikes one, may continue until he misses or until he has captured all marbles on the field. If no marble remains on the ground, the next player shoots out a marble and the game continues as at first. That player wins who captures the largest number of his opponent's marbles.

C. "Shoot Out"
Ages: 7 and older
Number of players: Any number
Equipment: An equal number of marbles, all the same size for each player; chalk or stick for marking line.
Place: Indoors or outdoors

A large circle 3 ft. or more in diameter is drawn on the floor or ground. A smaller circle, 4 to 5 inches in diameter, is drawn in the large one. Each player places an equal number of marbles inside the small circle. Players shoot from the edge of the large circle, and may not extend their hands inside it to play. Each player (using his remaining marbles) tries to shoot as many of the marbles as possible out of the large circle. Each player shoots in turn, continuing to shoot from where his shooter lands, for as long as he fires at least one marble outside the large circle. When a player fails to shoot any other marble out of the large circle at his turn, even if his shooter has gone outside the large circle, play passes to the next player, and so on. Any player's shooter marble left in the large circle at the end of his turn may be shot out by following players or by himself, at his next turn. A player captures all marbles which he shoots outside the large circle. Play continues until all marbles have been captured.

D. "Shoe Box Target Shoot"

Make a target by turning a shoe box over and cutting 4-5 holes from the open edge. Write a number over each "tunnel" to keep score. Let each player take turns shooting his marbles into the shoe box, from a distance of three feet.

DIRECTIONALITY.....the ability to know all directions from the body out into space, right and left, up and down, forward and backward and general orientation.

(Laterality is the complete motor awareness of the two sides of the body and until the child is aware of the right and left sides of his own body, he will not be ready to project these directional concepts into external space.)

It will be helpful to the child with difficulties in left-right discrimination if the teacher provides cues to help him establish which is his right and which is his left. Kephart recommends a weighted armband, or one may use one without weights. A bracelet or watch, worn on the same arm consistently and marked with an R or L would help. The teacher might make a dot or small picture on the hand which does the writing.

SOME SUGGESTED ACTIVITIES TO DEVELOP DIRECTIONALITY:

1. Begin with the suggested activities in the section on Body Image in this book.

2. Play Simon Says games using directions which involve right and left, up and down, etc.

3. Play hopscotch games, using only the right or left foot, and later placing L and R on the spaces, allowing only the left or right foot in those squares.

4. Help each child trace and cut out right and left hands and feet.

5. Give the child a few sets of real or construction paper mittens. Instruct him to hang only the right mittens on a clothesline with clothespins, etc.

6. Ditto off right and left hand designs. Instruct the child to "Color the right thumb green," or "Put a ring on the left first finger."

7. Have the child follow directions in locating objects. "Place the crayon on the right side of the block."

8. Give directions for a child to go through a maze of tables, chairs, etc., practicing up, down, left, right, under, and over.

9. Make simple maps of the room, school, community, etc.

10. Make a target out of heavy cardboard and have the child aim to the left, right, on top of, etc. with bean bags, dart gun, etc.

11. Place a piece of paper on the floor. Have the child bounce a ball on the right side, left side, above and below the paper.

12. Devices such as the trampoline, walking board and balance board will all contribute to the child's laterality and directionality awareness.

13. Make a model highway and have the child drive his car down the right side of the road, turn right or left, etc.

14. The child can work at the chalkboard and be encouraged to talk about his writing movements up, down, left, right, etc.

GROSS MOTOR CO-ORDINATION.....control of the entire body or major segments of the body.

The first learnings of the human organism are motor learnings. In early childhood, mental and physical activities are closely related, and motor activities play a major role in intellectual development.

SOME SUGGESTED ACTIVITIES TO IMPROVE GROSS MOTOR CO-ORDINATION:

1. Play relay games which require walking to or running to a goal, stopping (to do something) and returning.

2. Games like tag, physical fitness exercises, swimming, all contribute to gross motor co-ordination.

3. The teacher can specify the length of, direction of or type of running, walking, jumping and therefore encourage the child to gradually improve his skill in these areas.

4. Tape can be placed on the floor to make mazes for walking and jumping.

5. Have the child walk along collecting sea shells, bending the knee with each step. Do it to music.

6. Have the children imitate the walk of a seal, a rabbit, a bear, a crab, etc.

7. Play "Follow the Leader."

8. March to music.

9. Do various exercises and rolling on a mat.

10. Have the child lie on his stomach on the floor to do some of the following:

-wiggle like a snake, forward and backward

-inch worm (stretch upper trunk to move forward, then pull the lower trunk forward)

-push backward with the hands

-slide knees up under self and push body forward

-pivot on elbows

-pull forward with elbows

-pull with arms and push with legs

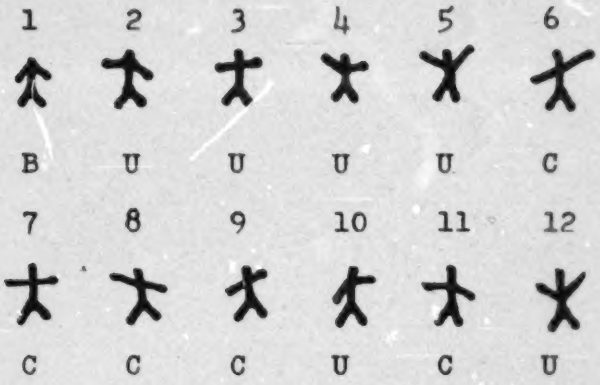
a. both arms and legs
b. right arm and leg (moving in a circle)
c. left arm and leg
d. alternating

11. Construct obstacle courses and vary the directions given to the child as he goes through.

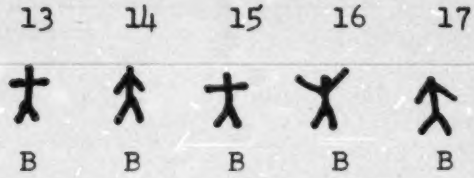
12. Construct Ring Toss games, bean bags for throwing and later as the child improves throw soft and gradually harder balls back and forth or toward a target.

PURDUE PERCEPTUAL MOTOR SURVEY
(devised by N. Kephart)

Satisfactory	Unsatis.	
_____	_____	1. Walking board (balance beam or line) Ask the child to:
_____	_____	a. Walk forward on the walking board.
_____	_____	b. Walk backward on the walking board.
_____	_____	c. Walk sideways. Try from both ends.
		2. Jumping Ask the child to:
_____	_____	a. Jump forward one step with both feet together.
_____	_____	b. Jump forward one step on right foot only.
_____	_____	c. Same as b on left foot only.
_____	_____	d. Skip across the room.
_____	_____	e. Hop on right foot one step, then on left foot one step.
_____	_____	f. Hop on right foot two steps, then on left foot two steps.
_____	_____	g. Hop on right foot two steps, then on left foot one step.
_____	_____	h. Hop on right foot one step, then on left foot two steps.
		3. Identification of Body Parts Ask the child to:
_____	_____	a. Touch his shoulders
_____	_____	b. hips
_____	_____	c. head
_____	_____	d. ankles
_____	_____	e. ears
_____	_____	f. feet
_____	_____	g. eyes
_____	_____	h. elbows
_____	_____	i. mouth
_____	_____	4. Imitation of movements. Ask the child to stand about 10 feet away from you and imitate you as you make the following movements:



U-unilateral C-cross lateral
B-bi-lateral



5. Obstacle Course. Ask the child to:

_____ _____ a. Step over an obstacle, about as high as his knee, without touching it. (yardstick over seats of chairs)

_____ _____ b. Duck under an obstacle about two inches lower than his shoulders without touching it.

_____ _____ c. Squeeze through a narrow opening without touching it.

6. Angels in the Snow. Ask the child to lie on his back on the floor with his arms at his sides and his feet together. Ask him to move his arms up over his head. Be sure he moves them along the floor. Ask him to feel the floor with his wrists as his arms move. Be sure to have him get his arms completely above his head until his two hands touch. Next ask him to move his feet apart. Be sure he moves them wide apart and keeps his heels on the floor during the movement. (These are lead up activities to the actual testing.)
Now ask the child to:

_____ _____ a. Move just this arm (point to the right arm) Now back.

_____ _____ b. Move just this arm (point to the left arm) Now back.

c. Move just this leg (right). Now back.

d. Move just this leg (left). Now back.

e. Move both arms. Now back.

f. Move both legs. Now back.

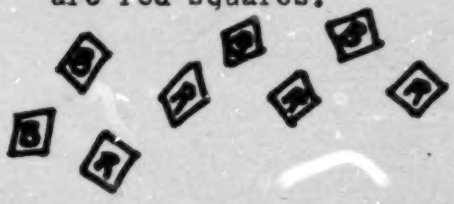
g. Move this arm and this leg. (Point to the left). Now back.

h. Move this arm and this leg. (Point to the right). Now back.

i. Move this arm and this leg. (right arm and left leg). Now back.

j. Move this arm and this leg (left arm and right leg). Now back.

7. Stepping Stones. Stepping stones are 6-inch squares of cardboard. Ten are black, ten are red. Squares are placed around the room on the floor at varying distances and angles. Left foot steps are the black squares, right foot steps are red squares.



B-Black R-Red

8. Chalkboard. Ask the child to:

a. Draw a circle on the chalkboard.

b. Draw a circle with each hand simultaneously.

c. (With child's back to chalkboard, put two X's about 18" apart.) Turn around and draw a straight line from one X to the other.

d. Take a piece of chalk in each hand and, beginning at the top of the chalkboard, draw two parallel vertical lines simultaneously.

9. Ocular Pursuits. Use a pencil with a thumb tack in the eraser end. Tell the child to watch the head of the tack where ever it goes.

_____ _____ a. Move tack in lateral arc about 20" in front of child's face.

_____ _____ b. Move tack in vertical arc from 10" above eye level to 18" below eye level.

_____ _____ c. Diagonal movement of tack. (both directions)

_____ _____ d. Rotary movement of tack.

_____ _____ e. Monocular - right eye (A. - D.)

_____ _____ f. Monocular - left eye (A. - D.)

10. Visual Achievement Forms. Present drawings for child to copy one at a time.

_____ _____

11. Kraus-Weber Tests. These are tests of minimum physical fitness.

_____ _____ a. sit-ups

_____ _____ b. sit-ups with knees bent

_____ _____ c. Child lies on back, legs outstretched. He raises his feet ten inches from the floor while keeping legs straight, holding for ten seconds.

_____ _____ d. same as c, on stomach with pillow under the hips

_____ _____ e. toe touching

_____ _____ f. modified push ups

Comments:

_____

_____

Examiner_____

Date_____

Student_____

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Chapter 2

Visual Perception

VISUAL PERCEPTION.....the process which takes place in the central nervous system; the thinking process which gives meaning to a visual sensation or stimulus. Even though the child's eyesight is in tact, he may not be able to process visual information to the brain so that it is understandable to him as we "see" it.

Visual Perception involves many different abilities. A child may have difficulty with most of these, or only one or two. Often, when there is a visual disability, it affects learning to read. Many children are able to compensate on their own; some respond because the teacher uses a variety of teaching approaches in the classroom. Some children will need help in overcoming a weakness and will need special training in order to make the transfer to reading.

If a child's perceptive facilities are not functioning properly, the whole spectrum of his relationships will surely be distorted. He cannot perceive his surrounding as it is, much less respond to it accurately. Whether the perceptual difficulties are a result of minimal brain dysfuntion or a developmental lag, or any other cause, they present a critical situation for the classroom teacher. (John Arena, Teaching Through Sensory-Motor Experiences, Belmont, California: Fearon Publishers, 1969).

A visual weakness may expose itself in a variety of ways, depending on thedegree and type of disability. Some children may have so severe a disability that they must learn nearly everything with their ears. They may memorize books and pretend they are reading. Letters and words may be reversed or the order of both is often confusing. The child may not be able to visualize things in his mind and his descriptions are vague. Manipulation of objects and himself becomes increasingly difficult because of the way he perceives the world.

The child with a visual problem usually functions at his best when allowed to auditorize whenever possible, learns reading through the phonic method, and uses such aids as the tape recorder, language master and records.

The teacher may want to make use of tests such as the Frostig Test of Visual Perception or the Beery-Buktenica Test of Visual-Motor Integration in order to specify what is giving the child the greatest difficulty. Most importantly, the teacher tries to relate any activity to the child's interest and those skills which will be necessary for success in and out of school.

VISUAL MOTOR COORDINATION EXERCISES: See "Fine Motor or Eye-Hand Coordination" in Chapter One of this volume.

VISUAL RECEPTION.....or visual decoding is the child's ability to understand or interpret what he sees.

One does not define visual perception as distinct and different from visual reception because reception is a large part of the perceptual process. Reception is the input mechanism of visual information, but a certain amount of interpretation and meaning blend with the input as the child tells you what he sees. His experiences say that that is a Chevrolet rather than just an automobile or a tulip, not just a flower. Beyond receiving the visual input, though, the child must integrate and then make use of the visual material (output). Therefore this chapter includes sections on visual reception, visual sequencing, visual memory and visual association, all of which are a part of perception.

Reception involves discrimination, memory, imagery, and the way a child perceives things (its position in space, its relationship to other objects, the many important elements that make up a whole). Many activities overlap into more than one of these sub-headings. Some children have difficulty taking in visual information, others in processing it and still others in applying visual input through performance (writing, for example).

SOME SUGGESTED ACTIVITIES TO IMPROVE VISUAL RECEPTION:

1. Make scrapbooks from cut-out pictures taken from old magazines and catalogs. These scrapbooks can be related to a unit and categorized according to beginning letter sounds or whatever you choose.

2. On a large piece of paper, write a verbal description of what the child is to illustrate. Make the directions more and more complex.

3. Gather together sets of objects or pictures to describe and feel.

4. Ask the child to describe things he sees (on a field trip, out the window, in a picture, in the classroom).

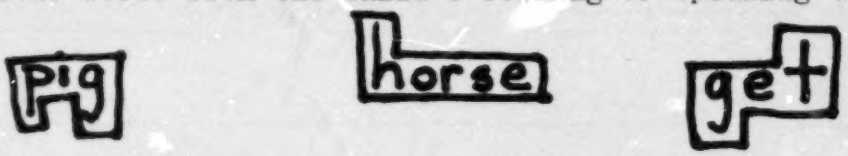
5. Have the child match picture-cards of like objects. These flash cards can be made by cutting pictures out of old workbooks and pasting them to oaktag cards.

6. Make "Pictionaries" with words beginning with the sounds, placed in alphabetical order in a scrapbook.

7. Any sorting or matching activity will promote visual reception.

8. Talk about the characteristics of various objects (how they feel, what shape they are, what color they are, their texture, their size, etc.).

9. Make word cards like the drawing shown below, two of each. Have the child match the cards by shape and sequence of letters. Choose words from the child's reading or speaking vocabulary.



10. Talk about how pictures and people are the same or different in appearance.

11. Save pictures in magazines that are absurd (like a chicken fixing supper). Talk about them.

12. Label things in the room; develop interest centers where things can be labeled.

13. Make and label various collections (like shells, insects, cars, etc.)

VISUAL SEQUENCING AND DIRECTIONALITY.....children need to recognize an order or sequence about many things. It may help for them to receive special instruction so that they can attend to and learn methods of recalling visual patterns they see.

SOME SUGGESTED ACTIVITIES FOR VISUAL SEQUENCING AND DIRECTIONALITY:

1. Cut out numbers or letters and have the child place them in order. To make it more interesting, place numbered owls on a limb or numbered chickens in a coop.

2. Direct the child to place articles in the order in which you have named them.

3. Provide a sequence of pictures which tell a story. Ask the child to put them in the correct order. Cartoon strips cut up work well for this.

4. Talk about the sequence of events in a task such as making a sandwich. Draw pictures or write step by step directions for this task. Have the child reproduce it.

5. Make a time line. This could begin with the child's birth or the beginning of school and continue through to the present. The time line can be as detailed as the child is able to produce.

6. Work with the days of the week or a calendar in relation to the activities on those days.

7. Teach outlining skills. Begin by partially filling it in yourself and having the child complete it.

8. Have the child unscramble letters, words, sentences, etc.

9. Make recipe books or directions for wordworking and using tools.

10. Follow science experiments step by step.

11. Play "Simon Says."

12. Dot-to-Dot Pictures can be sequenced by numerals or letters.

VISUAL MEMORY.....visual memory is the ability to remember and reproduce visual stimuli.

SOME SUGGESTED ACTIVITIES TO IMPROVE VISUAL MEMORY:

1. Show a set of objects and ask the child to hide his eyes while you remove one object. Ask which one is missing.

2. Arrange objects or letters in a sequence, then scramble and have the child rearrange in the original order.

3. Play concentration games with pairs of perception cards, letters, words or pictures. Turn all cards face down and take turns turning over two cards. If they match they may be kept and the player gets another turn. If they don't match they are returned to the original position and the next player tries.

4. Open a small book to a page and expose it for a few seconds or show a child a picture card from a set of cards. After taking it away for a few seconds, return the book or card to the child and have him find the one you showed.

5. Have the child trace flash cards to improve memory of the words.

6. When spelling a word, have the child trace it on his desk or in a salt tray to reinforce the spelling.

7. Provide auditory cues whenever possible.

8. Create a maze with chairs and tables or on paper. Have the child reproduce the path you have followed.

9. Sandpaper letters or letters made of clay increase visual recall.

10. Make a pattern of beads and have the child look for a few seconds and then try to repeat it.

11. Show a picture or arrange blocks in a particular pattern; remove and have the child reproduce the pattern.

12. Have the child put puzzles together.

13. Have child reproduce pathway from home to school, classroom to office, etc.

14. Have the child match sets of homonyms: (illustrate the flash cards)

knew-new	so-sew	flu-flew
hear-here	threw-through	tow-toe
pail-pale	wear-where	to-two
brake-break	bear-bare	blue-blew
pier-peer	hair-hare	pair-pear
herd-heard	sea-see	

15. Help the child find a method of learning spelling words that is best for him; typing them, taping them, tracing them, outlining their configuration, finding them in a paragraph, color-coding. Try to use words in the vocabulary of the child and once a rule or pattern (-ight, -ould, etc.) is learned think of similar words.

POSITION IN SPACE.....the student who consistently reverses and rotates letters beyond the age of seven may have difficulties in perception of position in space. Reversals may also be the product of directionality and laterality problems.

SOME SUGGESTED ACTIVITIES TO IMPROVE POSITION IN SPACE:

1. Have the child balance a book on his head and slowly walk through an obstacle course through the room. Increase speed as he becomes better.

2. For children who read "saw" for "was" and "left" for "felt", it may help to color or underline the first letter of these words as a directional cue.

3. Give students pictures which are only partially drawn and have them fill in the missing parts. Familiar items, such as a face, furniture, a tree, or animals are good basic subjects.

'. Provide doll house furniture and puppets for children to manipulate and place in relationship to each other. Instruct the child to: "Place the table in front of the sofa." or "Put the boy into the bed."

5. Cut a series of "stepping stones" from heavy paper and fasten them to the floor with tape. One "stone" should differ in shape from all the others. Have children walk along using the stepping stones, but avoiding the different-shaped stone. One might provide music or obstacles such as a make-believe stream to jump.

6. Arrange a row of identical objects with one positioned differently from the others and have the child make them all the same. Or present an object positioned in a particular way and have the child match it with one he sees on his table.

7. Folk and rhythm dancing, movement to music and exercising can all be used to help the child with position in space.

CONSTANCY OF SHAPE.....a child with disturbances in visual constancy of shape may not recognize words that he already knows if they are presented in an unfamiliar style or he may not be able to differentiate between letters of similar configuration (e.g. n,r,h.)

SOME SUGGESTED ACTIVITIES TO IMPROVE CONSTANCY OF SHAPE:

1. Using a rolling pin, flatten modeling clay on a surface and cut out circles of different sizes using cookie cutters, cups, etc. Then ask the student to perform activities such as the following:

    a. Put one circle on top of another circle.

    b. Find the largest and then the smallest circle.

    c. Put all the circles which are alike in piles (sorting).

    d. Arrange the circles from largest to smallest.

    e. Construct a pattern with the circles.

2. Fill several containers with objects of different sizes, colors and shapes. Let the child remove the objects from the containers and sort them by color, shape and size.

3. Place a number of different shapes of different sizes in a bag. Ask the child to reach in and pull out all the circles (without looking) by feeling the shapes. Or, the child may be asked to find the largest circle, etc.

4. Make stained glass windows using the different shapes. Have the child color all the circles red, triangles green, etc.

5. Make simple sewing or lacing cards by hole-punching around shapes cut from tagboard. Have the children sew in and out of the holes with yarn and needle.

6. Have a "circle" day or a "triangle" day and point out and label all objects of that shape in the room. Serve crackers of that shape and cut out name tags from that shape.

7. Present familiar words in as many forms, sizes, colors and contexts as possible.

8. Give the child construction paper geometric shapes from which to create collage pictures.

9. Ask the child to complete the missing parts of a series of geometric shapes on the board or on paper.

10. Make geometric stencils for the child to trace around on paper.

11. Make "Christmas tree ornaments."

FIGURE-GROUND DISCRIMINATION.....the ability to differentiate between objects in foreground from objects in the background and also to recall whole pictures or images from a partial visual clue.

A child with this disability may fuse letters (read "cl" as "d"), omit letters, add them, skip words or lines, lose his place easily and therefore have difficulty analyzing words. This problem may also be due to faulty eye movements.

SOME ACTIVITIES TO IMPROVE FIGURE GROUND PERCEPTION:

1. Locate some magazine pictures that contain objects which are square, triangular, circular or some other familiar shape. Have the children find these "hidden" shapes and outline them with a magic marker.

2. Puzzles are a good activity for this weakness.

3. Have children pick out all the eyes or all the legs on pictures of people or animals.

4. Using two identical magazines, show an original whole picture and then one with a piece or two missing. Have the child locate what is missing in the complete picture.

5. Using the same kinds of pictures as in number 4, have one whole picture and a section cut from the same picture. Have the child locate on the whole picture where that belongs.

6. Make maps.

7. Construct interesting dot-to-dot pictures using the constellations of stars. Place the stars as they are in relationship to one another in a familiar constellation. Have the child join the dots to show the shape.

8. Have the child complete pictures with missing parts.

9. Direct the child to identify silhouettes of familiar objects.

10. Write two words intersecting each other and have the child trace over one of them. Use the child's spelling words.

11. Ask the student to find a particular group of letters or blend in some words.

12. Make simplified dictionaries or encyclopedias to help the student learn to use components of these resource books.

VISUAL ASSOCIATION.....the child's ability to understand and interpret what he sees.

Picture books may not be enjoyable for a child with visual association problems because the pictures have very little meaning to him. He may have difficulty interpreting visual images or interpreting the "story" in the picture.

SOME SUGGESTED ACTIVITIES TO IMPROVE VISUAL ASSOCIATION:

1. Train the ability to classify by beginning with sorting of objects by their use, color, shape, size, etc.

2. Show the child incongruous pictures and ask what is wrong with the picture.

3. Give the child a picture and have him select a picture out of four or five that relates to the first picture.

4. Have the child group pictures which go together. Have him verbalize why.

5. Have the child make scrapbook of furniture, tools, animals.

6. Get a set of pictures from comic strips or story book and have the child arrange in the proper time sequence.

7. Show a picture of someone performing an action such as hitting a baseball. Ask the child to tell what will happen next.

8. Match objects to pictures of the objects.

9. Have the child answer comprehension questions about pictures and stories.

10. Make oaktag dolls and many different uniforms such as a nurse, policeman, fireman. Ask the student to dress the dolls appropriately.

11. In the same way, construct houses for different animals and have the student match the picture of the animal with his respective home.

12. Direct the children to role-play a situation they see in a picture.

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Chapter 3

Auditory Perception

AUDITORY PERCEPTION.....,auditory perception is the ability to interpret auditory stimuli, to associate them with stimuli earlier perceived, and to discriminate among them. (Marianne Frostig and Phyllis Maslow, Learning Problems in the Classroom. New York: Grune and Stratton, 1973.)

Below are some signs which may alert teachers to possible auditory perceptual problems. One should always first have the child's hearing checked, since a hearing (acuity) problem may manifest itself very similarly to a perceptual disability.

1. He may frequently request the speaker to repeat what was said.

2. He has difficulty following directions.

3. He cannot spell words that are dictated to him. Spelling errors tend to be problems of sequencing and phonetic spelling.

4. He may have difficulty remembering names, dates, places, tunes and rhythmic patterns.

5. Noises may easily distract him and he may not be able to work in a noisy setting.

6. The child may focus only on part of what was said. When asked what a "diamond" is, he may say, "Ten cents."

7. There may be confusion in the order of sounds, letters, words, syllables or numbers.

8. There may be misinterpretations (seemingly) in meaning.

9. When asked to repeat sentences, he may leave out several words.

10. He may not be able to identify sounds correctly.

11. He may not enjoy being read to.

With this child, visual aids (gestures, written material) should be used frequently. Directions should be short and to the point. It is helpful to have the child's eye-contact or be near him. Language experience charts are useful in reading. Listening skills may need to be trained.

AUDITORY AWARENESS.....the child's attention to auditory stimuli.

Once a teacher knows that the child has no hearing loss or acuity problem, she can begin to think of ways of improving the child's auditory attention and awareness of the sounds around him. Because of unpleasant experiences, some children have just learned to tune out certain sounds. Other children may have difficulty discriminating which sound to attend to. In other words, the sound of a dog barking outside may drown out the words of the teacher in the classroom. The child may be so aware of many sounds, that his attention cannot be directed toward just one. Whatever the cause, there are a few specific ways to increase the child's attention to auditory stimuli in the classroom:

1. Reduce the amount of irrelevant verbiage. Most children respond best to clear, brief instructions.

2. Pausing, slowing and/or speeding the rate of speech or changing tempo, intonation, expression and loudness all help to keep the child's attention.

3. Use attention-getting devices (positive ones) to attract children's attention like saying a name, touching, eye-contact, a question.

4. Lower the voice now and then to direct the child's attention to your voice.

5. Provide some forewarning before important directions using a signal or saying something like, "I am going to dictate an important word."

6. Make as much individual contact with children as possible.

7. Use reinforcing visual and tactile stimuli as much as possible.

SOME SUGGESTED ACTIVITIES TO IMPROVE AUDITORY AWARENESS:

1. One child sits with eyes closed in a chair in front of the group. He pretends to be a sleeping dog that has buried a bone. The bone may be any object placed under his chair. Another child tries to steal the bone and return to his place before the sleeping dog hears him. If the child hears someone trying to steal his bone and can point in the direction of the sound, he continues to play the sleeping dog. If a child can steal the bone without being heard, he gets a chance to be the sleeping dog.

2. The children sit in a circle. One child stands in the center with his eyes closed as the teacher distributes six bells. The teacher points to one of the children, indicating that he should ring his bell. As soon as the child in the center has pointed toward the first bell, the teacher immediately signals for the second one. She points to children at the right and left, to the front and back of the child in the center until he has located all six bells. All the children take turns ringing and locating bells.

3. For this activity the children must know the difference between left and right. The children form a circle. One child with eyes closed sits on a chair in the center of the circle. The teacher picks four children who speak one word each to the child. After he hears each word, the child tells whether the word was spoken behind or in front of him, to the left or to the right. He confirms his guess when he opens his eyes and sees the speaker wave his hand. Several children take turns speaking and finding the direction of the voices.

4. Fill water glasses to different levels to experiment with the different tones. Make other home-made musical instruments.

5. Play music on the record player and have the child follow the music creatively, imitating the tempo, mood and rhythm of the music.

6. A game like musical chairs will improve auditory awareness. Pass a ball among a few students, directing them to stop when the music stops.

7. Play recordings of different sounds, having the child name the sound he hears.

8. Make sound boxes containing objects like rice, pennies, marbles, stones, sugar, etc. and have children shake and try to name what they think is inside the box.

9. Have the child locate the sound of a bell or whistle in the room. At a more advanced level, have the child locate a letter-sound in a word (at the beginning, middle and end of a word).

AUDITORY FIGURE-GROUND PERCEPTION.....is the ability to direct one's attention to what is important and to ignore what is not important.

The child's auditory awareness is affected by poor auditory figure-ground perception. A person with this weakness may find it difficult to follow a conversation when several people are talking at the same time. It may be difficult to follow directions in the classroom when there is too much noise distraction. Often the child is aware of sounds that may not be noticeable to others. One would hope to be able to train the child to be able to work with some distraction and noise in the same room.

SOME ACTIVITIES TO IMPROVE AUDITORY FIGURE-GROUND PERCEPTION:

1. It may help to play soft music (beginning with instrumental and then trying vocal music) to train the child to work with some noise in the room.

2. Ask the child to carry out an instruction while you are playing on a rhythm instrument at the same time.

3. With a background of music, read a short story to the child. Every few sentences, substitute a nonsense word for a familiar word that the child would be able to fill in from contextual clues. Have the child raise his hand when he hears a nonsense word.

4. Play the following games with a few children:

The children sit in chairs arranged like seats on a school bus. The teacher acts as driver. She assigns a letter sound to each child. As the children make the sounds of the bus (low humming with occasional motor and traffic sounds), the teacher calls out street names. If a child hears a street name beginning with his letter sound, he gets off the bus. Those who get off line up beside the bus and continue to make background sounds until the bus is empty.

The teacher assigns several letter sounds to groups of children. When the members of a group hear a word containing their group's letter sound, they begin to tap softly on their desks. The teacher continues to call words until all the children are tapping. She then explains that when the children hear another word with their letter sound they are to stop tapping. She calls words until the room is quiet again.

AUDITORY RECEPTION.....or auditory decoding is the ability to understand the spoken word (Bush, Wilma Jo and Marian Taylor Giles, Aids to Psycholinguistic Teaching, Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.)

The child with receptive problems may not understand questions or directions nor will he be able to identify familiar sounds.

SOME SUGGESTED ACTIVITIES TO IMPROVE AUDITORY RECEPTION:

1. Ask the child to follow one-step directions, using different prepositions such as "on the chair," "under the chair," "up the stairs," etc. Increase to two-step then three-step directions.

2. Use puppets to give the child directions. Have the puppet ask the child to do things for him.

3. Read simple riddles and jokes to the child and have him figure them out. Read nonsense sentences like "I eat books for breakfast." and have the child correct you.

4. Read a simple story and then ask the child questions about it.

5. Read some sentences to him and ask if they are true or false like: "I like in a garage."

6. Make action tape recordings or play action records for the child to follow the directions.

7. Play Simon Says and other listening games.

8. Place some pictures before the child and describe one of them. See how long it takes for the child to guess which picture you are describing. Do the same thing with an object in the room or something the child is wearing.

9. Read simple poems and have the child supply endings to the sentences.

10. Place simple directions on tape, step-by-step, that will lead to a mystery prize.

AUDITORY DISCRIMINATION.....the ability to hear differences in sounds.

A disability in auditory discrimination will effect learning to read and spell. The child will need systematic training in sounds, but will most likely not learn to read using the phonic method. Rather, he will need extra help to learn through the "Look-Say" method, the visual kinesthetic method or linguistic approaches.

Some children may be able to discriminate between different gross sounds, but not the sound of letters (vowel sounds for instance). It may be that they are able to discriminate between isolated sounds, but not in the context of a word or a sentence. Some people have difficulty discriminating sounds spoken by different voices or through different mediums (television or the telephone for example). This ability is known as auditory-perceptual constancy.

SOME ACTIVITIES TO IMPROVE AUDITORY DISCRIMINATION:

1. Have the child listen to groups of three words, two of which rhyme. Have them say the two words that rhyme and give another word that rhymes.

2. Have the child see how many objects he can find (in the room, in a picture) beginning with the consonant sound he is working on.

3. Play games that require the child to think of words beginning with the consonants. For example:

-Pretend you want to rescue a kitten on the roof of a large house. The only way to get to the kitten is by climbing a ladder. The child must climb, one rung at a time, supplying a word beginning with a particular consonant sound at each rung.

-Pretend you are going on a trip and take turns naming something you will put into the suitcase beginning with the sound you are working on.

-Fill boxes with objects or pictures of things beginning with a sound.

4. Name groups of three or four words, all having the same letter sound but not necessarily in the same position. Ask the child which sound is in all the words in each group.

l -- bowl-lot-lucky
p -- pan-top-nip
b -- bib-cab-bell-nibble
z -- zoo-fizz-sizzle-squeeze

Other groups of words that may be used are:

r -- more-red-iron-real
f -- fun-goof-puff-telephone
s -- city-sell-lots-missing
k -- kiss-fork-pack-kite
m -- hum-mom-thumb-crumbs

AUDITORY SEQUENTIAL MEMORY.....the ability to remember in the correct order, a sequence of information just heard.

Some children may have no difficulty remembering a list of items, but they cannot reproduce those items in the same order in which they heard them. This may be because they have not established concepts of "before," "after," "left and right." A child may not be able to draw an image or picture of the sequence in his mind and therefore it is difficult to reproduce what is said. Some may just need training in keeping a number of bits of information in mind and recalling them.

SOME ACTIVITIES TO IMPROVE AUDITORY SEQUENTIAL MEMORY:

1. Give directions of increasing difficulty and have the child repeat the directions in order and then perform them in order.

2. Say a list of letters, numerals or words out loud and have the child repeat them in the same order. Begin with 2 or 3 and increase as the child succeeds and can go on.

3. Pronounce letters of the alphabet out of order "b, c, a" and have the child put them in the correct order "a, b, c."

4. Have the child repeat and learn short rhymes and songs.

5. Say a simple sentence and have the child repeat it. Even more fun is to use tongue twisters like "She sells sea shells." or "Peter Piper picked peppers." "Betty Batter made some butter." "Rubber baby buggy bumper."

6. Play a sentence game in which the child repeats your sentence and adds something of his own. For example, "I am going to New York and I will take my toothbrush with me." In each turn, add something else to take to New York. "I am going to New York and I will take my toothbrush and my book with me."

7. Direct the child to repeat musical rhythms as he hears them.

8. Say a group of words which belong to a category and ask the child to repeat the words and name the category. For example: "cat, horse, pig" animal

9. Provide the child with selected letter cards. Pronounce a sequence of sounds or letter names and have the child reproduce them orally first and then ask him to find the letters and put them in sequence on the table before him.

10. Read a short action story and have the child reproduce the sequence of events. Ask questions about details in the story. "What color was the boy's shirt?"

11. Put a variety of objects on the table. Say a sound and give the child an allotted amount of time to find all the objects which contain the sound. For example: "en"-pencil, pen; "ip" -clip, zipper

12. You say a word and have the child listen for the last letter sound in the word. Direct him to think of word beginning with the last letter sound. If a word "tub" ends with "b," then the word "ball" would be a correct response.

13. Say some words and have the child put them in alphabetical order. It may be useful to have the alphabet written down for the child to refer to.

14. Describe an object and then say a list of objects and ask the child to repeat the object you described.

15. Instruct the child in how to play a game and have him repeat the directions.

16. Have the child relate happenings of the day in a time sequence.

17. Repeat a word to the child, "boy," for example. Have him then listen for the word in a sentence you are about to say. Ask the child if he heard the word at the beginning, middle or end of the sentence.

18. Demonstrate syllable stress and tapping out the number of syllables. Pronounce a word and have the child tap out the number of syllables, stressing where appropriate to accent.

19. Have the child close his eyes and listen to your actions. Perform several activities which make distinctive noises like opening and closing the door, moving a chair, tapping on the desk, hopping. When the child opens his eyes, ask him to tell what you did in the order you did it.

20. Play games like the following:

-One child acts as a delivery boy in a grocery story. Using a toy or imaginary telephone, another child calls the store and orders three or four items (apples, milk, cookies). The delivery boy pretends to put the items in a bag and deliver them to the customer. When he arrives, he takes the items out and names them in the sequence the customer ordered them. All of the children take a turn playing delivery boy or customer.

-The teacher acts as short-order cook in a restaurant. She picks four or five children to order one food each. She then picks a child to be the waiter or waitress. This child calls the orders to the cook in the sequence he heard them. The children who ordered check to see that the waiter is correct. After the teacher pretends to fix the food, she repeats the sequence of foods as she hands them to the waiter, and occasionally mixes up the orders or adds something silly for the other children to correct. The activity continues with different children playing waiter and customers.

21. Have the child listen for the word that is different in a group of three words. Then ask him to repeat the one that is different. For example:

pan, pan, nap	tell, let, tell
tick, kit, tick	top, pot, pot
tap, pat, pat	lip, lip, pill
tack, cat, tack	dill, lid, dill
dab, dab, bad	tone, tone, note
tab, tab, bat	pin, nip, pin

Note that one of the words is a reversal of the other two.

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Chapter 4

Language Development

VERBAL EXPRESSION.....refers to the child's ability to communicate his ideas through the spoken language. One may note that a child with difficulty in verbal expression will answer questions with one word, choose not to participate in class discussions and very often not make his needs or wants known to others. If the child's speech calls too much attention to itself, rather than the ideas being expressed or if the development of language is very delayed, the teacher needs to refer the pupil to a speech clinician.

Provision of a secure positive environment where the child knows there are people who want to listen is of utmost importance in language development. Before beginning to work with a child with language difficulties, it is helpful to have a knowledge of specific strengths and weaknesses. Tests such as the Illinois Test of Psycholinguistic Abilities will give specific assessment of the child's abilities. One might informally assess the child's ability to express himself vocally with some of the following ideas:

-Observe how well children do during the "show-and-tell" period or in their description of an object, event, or process.

-Have the children respond to questions which emphasize verbal fluency wherein any response a child gives is correct, such as, "How many ways can a toothpick be used?" "What would happen if everyone lived in a house made of glass?"

-Show a picture and have the children tell about the picture, what went on before the picture was taken, and what happened afterwards.

-Have a child tell how to do something such as catch a fish, teach a dog to fetch a stick, or cut the lawn.

-Show a simple object and ask for a description of the object.

-Observe the extent of each child's vocabulary, the length and complexity of sentences used, and how correctly words are used.

SOME SUGGESTED ACTIVITIES TO IMPROVE VERBAL EXPRESSION:

1. The child may feel more free to speak with the use of puppets or shadows behind a screen. Play acting with costumes and make-up will achieve similar results.

2. "Show-and-Tell" is a well-known activity which encourages the child to talk about something he has chosen to be important to him.

3. Let the child draw or paint a picture and then tell about it. The picture may be of things which are close to him, like his father or his mother. Or, it may be a picture of his creation entirely. When asking the child about the picture, instead of asking, "Is that a horse?" (when it may not be), ask him to tell you about the picture.

4. Make a surprise bag or box and allow the child to reach in and feel an object without seeing it. After having him describe how it feels, bring it out and talk about it.

5. Practice speaking in sentences with games like, "If I had three wishes, I would choose....." or "If I could be any animal, I would be a....."

6. Take opportunities after field trips, during lunch, before and after school to talk about experiences.

7. Have children tell their own stories or present plays to the others.

8. Ask children to give answers to "why" questions. Very often the "why" questions come from the children themselves.

9. Make lists of all the things you can think of which are: "soft;" "wet;" "red;" "things that go fast;" etc.

10. Have children make their own puppets and create puppet shows. Puppets can be made from stuffed socks, paper maché, paper bags, construction paper, material sewn together, or potatoes on a stick.

11. Give a child a pair of binoculars and have him talk about what he sees.

12. Encourage the child to use a toy telephone or a real one that has been unplugged. Have the child do any of the following:
    - -call to extend an invitation
    - -call to give directions
    - -call to place an order in a store
    - -call to make a train or plane reservation
    - -call to register a complaint
    - -call to reach the operator and request a phone number
    - -call to report a fire, accident or the polied
    - -receive a phone call and take a message
    - -receive a phone call from a friend extending an invitation

13. Provide opportunities for the child to verbally arrange events in sequence. Have the child listen carefully to any of the following ideas and then summarize the major points in order:

-a short story
-a newspaper story
-recipes
-directions for a game
-instructions for building something
-an incident at home

14. Make use of books as a means of stimulating verbal expression. Have the child summarize a story, or give a short report on it. The child might lead a small group discussion about the book or prepare questions to ask a small group. Sections of the book might be dramatized or rewritten in the child's version.

15. Have the child prepare short oral reports on various subjects. The topics should evolve from the student's interests. Speech making could be an outgrowth activity.

Normal Development of Speech

Chronological development of speech from birth to eight years of age.

Age	General Characteristics	Vocabulary Words	Articulation
Months			
1	Crying: related to causes and circumstances		
2	Some differential vocalization--cooing and babbling		
3	Coos and smiles when looked at		
4	Babbling; uses sound to get attention; laughs, chuckles		
5	Specific vocalization (displeasure when object removed)		
6	Babbling increasing; vocalizes to mirror image		
7	Lalling begins (movements of tongue with vocalization)		
8	Vocalizes recognition		
9	Combines syllables; copies sounds hear; echolalia	1	
12	Echolalia continues; first words	1-3	Vowels
18	Fluent jargon; one-word sentences	18-22	
Years			
2	Two word sentences; naming; begins to use personal pronouns	300	
2½	Three word sentences; repeats syllables	450	h, w, hw
3	Uses language to tell stories; speech understood	900	p, b, m
3½	Speech disfluencies, concepts expressed with words; complete sentences, sentence length 4-5 words	1200	t, d, n
4	Imaginary speech; very verbal; motor development	1500	k, g, ng
5	Language complete in structure and form; can tell stories; less concrete; complex sentences	2200	f, v, l, r, y

Normal Development of Speech
(continued)

6	Learns to read; intelligibility of speech is excellent		s, z, sh
7	Increases in complexity of sentence structure	Increasing	ch, zh, j
8	Speech should be "perfectly" articulated	Increasing	th (voiced and unvoiced)

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WRITTEN EXPRESSION.....the ability to write thoughts, ideas and information on paper.

The task of writing may be difficult for those children who have trouble controlling and guiding their hand movements. Co-ordination and strength can be trained just as any other skill. Difficulties with visual perception of letters can affect the child's production of them. Once the teacher is aware of the main source of the child's difficulty, it will be necessary to find ways to motivate the child to express himself on paper. Since the activity is usually frustrating, the child will find ways of avoiding this task. Whenever possible, the child should first be allowed to express his ideas verbally so that he will enjoy language. But, writing is a critically important skill to be learned and it is important to provide guided practice for the child.

Typewriters are motivating to the person with writing difficulties because he can see his written creation in aesthetically pleasing form. For stories and more lengthy written presentations, the child should have a typewriter available to him, if he enjoys using it. This will encourage beginning written expression.

Many authorities (such as Kephart and Cruickshank) recommend teaching cursive writing before the child learns to print. One reason is that the flow of cursive writing helps the child to establish smooth left-right progression and avoid reversals. Also, cursive writing helps the child to experience words as wholes, an advantage that outweighs book print, where the letters are unconnected. (Frostig and Maslow, p. 331.) On the other hand, the teaching and mastery of printing is logical and appropriate since the child is constantly following instructions and working from books which are in most cases in "lettered" style. For the child with fine-motor difficulties, printing is often easier to learn (with the use of circles and lines) although spacing is often difficult. I would recommend the chapter on handwriting in Frostig and Maslow's Learning Problems in the Classroom for anyone interested in a systematic procedure to teach letter formation.

SOME SUGGESTED ACTIVITIES TO PROMOTE AND IMPROVE WRITTEN EXPRESSION:

1. Look for natural situations or occasions which would necessitate the writing and sending of a letter. "Thank you" notes, invitations, friendly greetings, letters of commendation for a job well done, or exchange letters with students at another school are all examples of such opportunities to write letters.

2. Have the child dictate sentences or an "experience story" for you to write on paper in the form (printing or cursive) you wish the child to practice. Then have the child copy onto his own paper or into a scrapbook of his own writing pieces.

3. Start a handwritten class newspaper, with some articles typed.

4. Begin a poem or story and have the child supply an ending in his own writing.

5. Supply various documents in the room for the child to fill out in his neatest, most legible writing. For example:

-an envelope
-checkbooks (which can be Xeroxed or obtained from the local bank)
-bike license form
-application for a dog license tag
-notification of change of address
-order blanks from catalogs, advertisements
-applications for employment (make many Xerox copies)
-voter registration form

6. Have the child keep a diary.

7. Write the dialogue for a skit or play.

8. Label exhibits or various items in the room.

9. Make class schedules and procedures to post on the wall.

10. Provide opportunities for the child to take messages at the school telephone or take messages for the classroom.

11. Nominate a class secretary for daily or weekly meetings.

12. Provide tracing paper in the room for various projects.

13. Provide the child with opportunities to write very large letters and designs on larger paper. As the child gains better control of his movements, make the letters smaller until he is using regular lined paper.

14. Provide easels in the room for painting and drawing.

15. Develop a secret code with symbols standing for letters. Have the child write messages for his friends to decode.

MANUAL EXPRESSION.....the expression of ideas through meaningful gestures and movements.

The Illinois Test of Psycholinguistic Abilities evaluates manual expression by asking the child to show through gesture how an object (such as a hammer or toothbrush) is used. One might informally evaluate the child's ability to express himself manually in the following ways.

-Have the children dramatize an event which has been seen or heard, such as threading a needle, sewing on a patch, cooking dinner, driving a car, or riding a horse.

-Have them listen to a record containing a short story or song and draw a picture on the blackboard or on a large piece of paper describing what was heard.

-Observe how effectively children communicate ideas in finger plays.

-Ask the group to draw objects having certain characteristics, such as things that have three corners, objects that carry other things, or illustrations of things that can be eaten.

-Ask the children to show how many ways musical instruments can be played.

-Observe the use of gestures in describing a happening or object during show-and-tell.

-Creative dramatics and role playing will provide excellent situations for assessing ability in motor expression.

-Present an object or show a picture. Ask the children to show what people usually do with the object.

SOME SUGGESTED ACTIVITIES TO IMPROVE MANUAL EXPRESSION:

1. Provide opportunities for the child to draw or sculpture with clay.

2. Play charades with a small group, having the children act out familiar movements such as brushing the teeth, hammering a nail, and opening a door.

3. Direct the child to perform self-help activities whenever possible, accompanied by verbal directions.

4. Ask the child to act out specific instructions you give such as, "Show me how you make a sandwich and then pretend you are eating it."

5. Play some music and ask the child to listen to how it sounds and show how it makes them feel by their movements. Some may feel like marching, running, dancing, or moving quickly or slowly.

6. Have children pantomime what they see in pictures. Give each child a picture and tell them not to show it to the others. Have each individual act out his picture until the others guess what it is.

7. Choose a category like "animals" or "toys" and have each child act out one he can think of. Have the others guess what he is.

8. Have the child think of movements to correspond with a familiar nursery rhyme like "Humpty Dumpty."

9. Have the child play a robot game by being either the "master" or the "robot." The "master" commands the "robot" to perform certain functions and movements.

10. Play "Follow the Leader."

11. Make a gadget board with various fasteners and movements to perform such as:

-nuts, bolts, screws and washers
-zippers, snaps, hooks, buttons
-latches, locks, handles, fasteners

12. Provide puzzles and various manipulative materials.

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